

Appendix 1 – The Immersion Education System item

Education and Economy Scrutiny Committee 13/02/25

Additional Questions.

- **What are the expectations about the levels? What are the reasons for the imbalance between those who reach the first level but not the second?**

The Benchmarks of the Oracy strand in the National Literacy Framework are used to measure learners' progress during and at the end of the immersion course. Achieving level 2 requirements requires a mastery of a combination of linguistic skills at a fairly independent level. As the learners' starting point varies and each individual is unique and develops at different speeds, not everyone in the cohort manages to achieve the requirement. However, almost everyone manages to achieve level 1 requirements.

- **How do you monitor and measure the impact of the reduction in the number of immersion period days on the linguistic habits of the remaining pupils in the mainstream?**

The final report of the Evaluation will address this question.

- **Are there arrangements in place in the schools to enable pupils to integrate? What is the aim and benefits of getting pupils back in school on Fridays?**

The aim of integrating the learners in the mother school in the mainstream is to protect the well-being of learners and provide them with the opportunity to maintain contact with the mother school and their peers. It is an opportunity for the school and the system to work in partnership in immersing the learners, and is an opportunity for the school's children to welcome the new arrivals to the school on a weekly basis as they grow in confidence on their journey as new speakers.

Our school teachers usually provide differentiated activities for children along with preparing scaffolding to support them in various curricular areas which allows the learners to integrate with their peers in the activity of the classes irrespective of their level of ability and understanding. A lot of hands-on activities also take place in our schools on Friday afternoons, e.g. sports, singing and the 'pŵn Aur' which is a golden opportunity for the children to join in the lessons from week to week with very little extra work for the teachers to prepare.

As this transition day is scheduled in advance, it is an opportunity for the mother school to adjust its timetable to provide opportunities for learners to assimilate their skills in Welsh step by step from week to week. It is extremely important that the whole school community is involved in the learners' language journey from the outset.

- **What was the rationale behind how the consultation took place before system changes were made? Was a language impact assessment held before the changes were made?**

The well-being of learners and the need for them to keep in touch with their peers and the mother school during the course was at the heart of Cyngor Gwynedd Cabinet Members' decision (16/07/21) to re-structure the Immersion Units and create a new System. There was no requirement to carry out a Language Impact Assessment. The Welsh language was addressed as part of the Equality Impact Assessment.